A Work Project, presented as part of the requirements for the Award of a Master Degree in Management from NOVA School of Business and Economics

What does the ideal Masters in Sports Management look like? A market potential study for Nova SBE

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A Project carried out on the Master in Management Program, under the supervision of:

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January 2021

Abstract

The study hereby presented displays the possibility of having a Sports Management program at Nova School of Business and Economics. In order to reach conclusions regarding the topic, two data collections were conducted: a series of interviews with industry professionals (November to December 2020) in order to obtain the industry's perspective regarding a possible program (qualitative analysis); a questionnaire was spread throughout different student hubs, to obtain the perspective of possible interested in the program, and what they would value in it (quantitative analysis). The qualitative analysis pointed out a need to develop soft skills and a knowledge of the industry, all while showing availability to work with Nova SBE on this project, mainly through strategic partnerships. The quantitative analysis focused mainly on the program's structure (modules, courses, thesis format), suggested fee and interest in the industry.

Keywords

Sports; Sports Management; Business Schools; Soft Skills; Hard Skills; Specialization; Courses; Modules; Thesis; Skillset

Acknowledgements

To my mother, father and brother, who stood by my side through all my academic journey. To Abigail, for her constant love, support and endless understanding. To my colleague Francisco and to prof. Elizabete Cardoso, for their help and guidance. To Gonçalo, Ângelo and Tiago, for their friendship. To everyone who helped shape me as the man I am today and helped me conclude another step of my academic life.

1. Introduction

Sports have long been an essential part of any well-functioning society. There was a need, as sport activities and competitions started to grow and became self-sufficient, to have strongly prepared professionals to work inside a new discipline inside sports: sports management. To put it into perspective, ad spending by sports organizations in the U.S has grown a whopping 1.111 million dollars in just 9 years, from 2010 to 2019. Sports leagues have also been growing in generated revenues, by signing bigger and bigger broadcasting and sponsorship contracts with partners: The Premier League, the premier football competition in England, expects to generate, by the 2020/21 season, 5400 million GBP. (Statista)

NOVA School of Business and Economics is home to many leading, worldwide renowned academic programs regarding business, economics and finance. The International Master's in Management was distinguished by the *Financial Times*, in 2020, as the 16th best master's in business in the world. Among other key features, being able to fully personalize the master's according to a student's preferences and interests. There are 10 main areas of expertise students can major on, alongside 6 different stream options, which consist in a tailored path for a student focusing on a specific area of management. One area that the program doesn't touch upon is the Sports and Football Management area. Despite being an area with strong growth potential and high demand internationally, the market still lacks a clear cut option regarding sports management at a top business school in Portugal. Internationally (full research in the appendix), UCFB and the Johan Cruyff Institute lead the academic offer regarding Sports and Football Management. With more than 40 programs regarding the subject, formats ranging from online certificates of a particular module to full-time and part-time bachelor and Masters degrees, both schools offer a sports management particular curriculum, designed for all the students interested

in sports management and its particularities. Despite finding the idea interesting to create a major in Sports and Football Management, NOVA SBE still needs to understand if it is viable to create a major in the area.

There are two types of programs that may be possible competitors for the specialization in Sports and Football Management of the Masters in Management at NOVA SBE:

- Long-term programs (9 to 12 months) that encompass a wide variety of topics and go beyond Football Management, touching many sometimes on topics such as Sports Law or Communication and Marketing in Football;
- Short-term programs, namely post-graduate courses or specialization programs. These are more generalized and more concise, addressing the key management issues in football. They have much more affordable prices and are usually 100% online, which could be an important detail in the strategic design of the NOVA SBE program.

This research paper pretends to explore the viability of a specialization in Sports and Football Management in the Masters in Management at NOVA SBE. Alongside this goal, the following research will also touch upon the development and evolution of the sports management curriculum and the newly surged needs of the sports management, and how the modern day curriculum of the area needs to be adapted to better suit the professionals of the sports industry.

2. Literature Review

Sports Management and the skillset needed to manage a sports team, organization or club has been an evolving topic for decades. Watt (1998) suggested that someone with an interest in sports would be able to work in the sports industry. The administration skills needed to work in this industry were easily attainable with hands-on experience. Watt

(1998) also observed that there was an academic offer regarding sports coaching and sports science. But, despite growing, the academic courses regarding sports management were still a few and underdeveloped. Only recently the academic opportunities regarding this area have been growing.

2.1. Business Schools: The emergence of challenges and the need for interdisciplinarity

Traditionally, business schools have had the goal of offering students advanced business education, while enjoying a certain influence in the mind of customers as the single best option for business knowledge (Grey, 2007). Despite still having this influence, business schools face challenges which need to be tackled rather sooner than later.

The uprising of a digital paradigm regarding teaching and learning is forcing schools (not only business schools) all around the world to adapt and evolve. However, despite being leaders in business knowledge and teaching standards, business schools haven't been able to lead the way in digital learning (Schlegelmilch, 2020).

The reputation of business schools as money making organisms first, instead of academic and education institutions is slowly affecting business schools all across the world (Pfeffer, 2004).

Other important issues to mention are the lack of identity of many business schools, while trying to manage content learning with practical experience; the rising competition from online learning platforms and business-owned learning academies; the question marks regarding the real job value of a degree obtained in these institutions or even the demographic shift surging with the *boom* of the Asian market in terms of students and customers of these business schools (Schlegelmilch, 2020).

In order to tackle these challenges, interdisciplinarity is an option. This can be done by teaching non-traditional business disciplines, or by managing to create programs who entail different business disciplines in a mixed learning format, allowing for a more comprehensive and complete business formation (Kaplan, 2004).

The distinction between multidisciplinarity and interdisciplinarity is key to understand how business schools have managed the interdisciplinarity principle mentioned by Kaplan. Multidisciplinarity has long existed within business schools, especially in Europe, with many schools creating programs that mix two different but congruent areas, such as degrees in engineering management, as schools all across the world offer this type of program (Kaplan, 2004).

2.2. Sports Management Education: Sports Management Programs and Curriculum Shift

From the first sports management program at the Ohio University in 1968, there are now more than 200 higher education institutions with sports management programs, with 50 of those being in Europe (Pires, Sarmento, 2001). Faculdade de Motricidade Humana was the first in Portugal to have a bachelor program of sports management. There are also other 4 faculties in Portugal with bachelor courses in Sports Management, with the University of Porto and the University of Lisbon also having Master's programs of sports management, according to Pires and Sarmento (2001).

It is important, to understand the future needs of the sports industry regarding the sports management professionals, how sports management programs were originally designed and what are the core areas they should approach to be accredited as a credible and quality program.

Brassie and Pitts (1993) headlined the joint task-force who created of the NASPE-NASSM, the first set of course areas mandatory for a sports management program. In simple terms, these were: Behavioral dimensions in Sport (1); Management and Organizational Skills in Sports (2); Ethics in Sports Management (3); Marketing in Sport (4); Communication in Sports (5); Finance in Sports (6); Economics in Sports (7); Legal Aspects in Sports (8); Governance in Sports (9); Field Experience in Sports Management (10). It is important to underline that these core areas are designed for bachelor's programs in sports management. However, these are the key aspects a sports management program should approach, according to the NASPE-NASSM joint task-force.

Slack (1991) already preconized that a sports management degree should include, in its basis, courses from general business learning, such as finance, marketing, accounting, organizational theory and behavior and economics. These are the tools that compose the basis of any manageable organization, and so they are absolutely crucial for a sports management curriculum (Hardy, 1987). Only then can a manager start learning specific sports concepts, how the industry works and the different environments a manager will face in the sports industry. Organizations in the sports industry are complex and require a particular understanding of its individual characteristics (Slack, 1991).

According to Pires and Sarmento (2001), it is important to understand how sports and sports organizations have changed, in order to clearly identify what are the new needs sport managers will need to fulfill in a sports organization.

Accreditation also plays a strong role in ensuring these programs are not only enticing for future students, but also fully complete in terms of the key areas previously mentioned. It is now considered a necessity and a goal of a higher education institution regarding its programs (Spangehl, 1998).

Fielding, Pitts and Miller (1991) clearly states that accreditation by a nationally recognized agency, if made up by a respected board of professionals, is the highest possible level assessment.

Competencies Listed as Necessary for Job Success

Competency	No.	%
Mgmt. skills	27	37
Comm. skills	22	30
Math skills	11	15
Marketing skills	11	15
Accounting skills	10	14
Thinking skills	9	12
Don't know	6	8
Legal skills	6	8
Evaluation skills	6	8
Sport philos.	3	4
Computer skills	3	4
Sport knowledge	3	4
Ethics	2	3
Sport participation	2	3

Note. Percentages are based upon no. of respondents ($n = 73$).

Table 1: Fielding, Pitts and Miller (1991)

Fielding, Pitts and Miller (1991) researched, by surveying 73 individuals (the ones who responded, original number was higher) about the competencies listed as necessary for job success. It is important to cross reference this data with the existent curriculum of sports management programs, to understand whether sports management programs are matching the needs of the professionals in the area.

Regarding accreditation, Fielding, Pitts and Miller (1991) noted, in their research survey, that there was a mixed opinion regarding the topic. Only 32% of the incumbents recognized it as useful, 25% had no opinion and 43% were against it. The reasons for this opposition were mainly focused on the elitism associated with accreditation and the elevated costs it adds to the respective program. There is also believed that there is no need for accreditation, as the market will work as an auto regulator of the different sports management programs.

According to Gentile (2010:6), *"the accreditation process should serve to clarify the task and mission of the sport management program and to provide yet another assessment tool for faculty members within the discipline."* Despite being considered by sports management professionals as not needed or not very important, accreditation is still seen, by many authors, as important for the recognized perception of a sports management program.

2.3. Sports Manager: The Profile of a Sports Manager

In Portugal, there is a particular profile of sports manager, unique to the specificities of the country's sports environment. According to Sarmento, Pinto and Oliviera (2006), only 22% of the sample of sports managers interviewed had an academic background in Sports Management, with 17% of them coming from bachelor's in Physical Education, alongside many other different backgrounds. 55% of the interviewees had some kind of academic or university education. Of these, 19% of the sports management industry professionals had done or planned to do in the near future a post-graduate, masters or doctoral programme in the area, considering it to be essential to achieve career progression in their functions. The Public Sector employes close to 40% of these professionals, mainly through municipalities. There also three other sectors that scored interesting results regarding the employment of these professionals: Leagues and Sports Federations (19%), Private Initiative (18%), Sports Clubs (16%).

It is also important to understand, of these managers, those who are employed full time and have their sports management jobs as their main time job. Only 60% of the managers were full-time employed.

These managers were mainly spread through the Operations, Human Resources and Strategy departments. One of the conclusions of Sarmento, Pinto and Oliveira (2006) study was that 64% of the managers in the sports industry were managing or had already managed a team of at least 5 coworkers, which highlights the strong human resources component the field ensures. Their main functions included project management, maintenance of sports facilities and event management.

To conclude, it's a young class of professionals, with high growth potential and very dependent on the public sector.

2.4. Sports Manager: The Ideal Skillset

The skillset required to form a good professional in the area of sports management has been evolving overtime, despite keeping some key characteristics that have remained throughout the development of the sports industry.

Hatfield, Wrenn and Bretting (1987) identified, in a sample of College Athletics Sports managers the following competencies: develop marketing capabilities, managing funding and public relations, team management and human resources management. Lambrecht (1987) had similar conclusions, but also identified accounting and financial knowledge as a competency that sports managers have. Judd (1990), who interviewed 365 sports managers, identified budgeting as a key resource in the industry, alongside being able to manage personnel, contract design and legal skills, as well as stress management, a relatively new concept to the job market and, by consequence, to the sports industry.

The ideal skillset of a sports manager can be evaluated according to the responsibilities a manager has (Horsh and Schutte, 2003), or according to the hard skills the job requires (Cheng, 1993; Cuskelly, Auld, 1993) or, to conclude, according to

the soft skills it demands from its professionals (Pascual, Romo, Garcia and Jimenez, 2006).

Horch and Schutte (2003) identified, alongside sports clubs and federations in Germany, that sports managers had very similar responsibilities to those of the College Athletics sports managers: public relations management, human resource management, budgeting and financing skills and event management and sponsoring.

Still related to hard skills, Cheng (1993) concluded that sports law and general law knowledge was lacking among sports managers. The position is constantly evolving, and many studies also identify programming (Cuskelly, Auld (1991)) as a competence of a sports manager.

About the soft skills a sports manager should have, they identify closely to the ones a business manager should have. Pascual, Romo, Garcia and Jimenez (2006) identified teamworking ability, problem-solving and negotiation skills as the main soft skills a sports industry professional should have.

There are also specific traits that are expected in a sports manager (Jinga, 2014). This author, following Mintzberg (2013), observes 3 main roles a sports manager needs to identify and be able to comprehend: Interpersonal Roles (1); Information Roles (2); Decision Roles (3).

The interpersonal role is divided into three stages: conventional role (ability to execute routine procedures, which are the most visible aspect of a manager's work), leadership role (ability to execute transformational and transaction roles: these require conflict and change, which require a whole new set of principles and management skills) and, lastly, a coordinative role (how a manager can coordinate and integrate the different stages of its job into a complete, overhauled result, that satisfies what is expected of him) (Jinga, 2014).

An information role is how a sports manager can monitor, obtain and explain information to everyone in the organization. Not only that but can he/she break the information channels into simple forms of communication, so that each subordinate understands the concepts behind it. The last role is a decision role and it is, in its essence, how can a sports manager make calculated and effective decisions with the matter in hands, and how can it be beneficial for both the organization as an entity and its members (Jinga, 2014).

To conclude, Joaquim, Batista and Carvalho (2011), who managed to cross study different studies regarding the skillset of sports managers, understood that, despite different functions that a sports manager may take, the ability to communicate efficiently, plan, execute and make decisions was inherent to the Sports Manager position, as it is to the one of a business manager.

2.5. Research Question

In the last few years the sports industry has faced a reshaping process. This evolution requires a strong management basis behind, as such growth processes will demand, from a sports industry professional, a much vast skillset and knowledge of management principles than ever before.

With that in mind, and looking at the conditions NOVA SBE provides for a management professional, the following research questions were chosen to guide the investigation forward:

RQ1: How can Nova SBE, looking at the sports industry today, successfully launch a sports management program that matches the needs of the market?

RQ1.1: What are the market needs regarding sports management professionals?

RQ1.2: What do market applicants' value in a sports management program?

3. Methodology

In order to properly explain the rationale behind the research methodology in this study, it is important to first understand what is understood by the concept of research methodology in itself. Research methodology can be viewed as "*the strategy or architectural design by which the researcher maps out an approach to problem-finding or problem-solving.*" (Martin, 2020).

It works as the cornerstone of scientific research, and is essential to understand, test or confirm the previous research question.

Given the fact that we had some hypotheses we already wanted to validate, but at the same time felt there were more things to discover, and, moreover, that we were addressing two types of stakeholders – potential recruiters and potential applicants – , it was concluded this required a critical realist stance (Saunders, 2016). Therefore, this study follows a mixed-methods approach, with data collection being done with both interviews and questionnaires. Before going into details about the research methods, the research mode will be shortly discussed in the chapter ahead.

3.1. Qualitative Research with Interviews

"Qualitative research is multimethod in focus, involving an interpretative, natur alistic approach to its subject matter. This means that qualitative researchers study thin gs in their natural settings, attempting to make sense of, or interpret, phenomena in ter ms of the meanings people bring to them." (Denzin and Lincoln, 2005:27).

Interviews are one of the most common and most reliable sources of qualitative information gathering, when the goal is *"collecting "facts", or gaining insights into or understanding of opinions, attitudes, experiences, processes, behaviours, or predictions"*

(Rowley, 2012). This was exactly the intention towards potential recruiters of talent graduation from the new program.

There are different types of interviews, according to its structure. For the purpose of this study, the data was collected through a semi-structured interview.This particular type of interview gives flexibility for the interviewee to answer freely, all while following a structure that may include questions and sub-questions ready, that will be asked depending on the path followed by the subject(s) interviewed (Rowley, 2012)

All the interviewees in this process are members of sports organizations (federati ons,clubs, associations, enterprises, among others) with management duties and recruit ment functions as well.

In order to better reach the desired interviewees, a brief explanation of the research in hand was done to them as well as the necessary diligences regarding confidentiality and duration of the interview. Permission to record the interview was also asked to every interviewee.All interviews were online for Covid-19 compliance.

Online interviews, using platforms like Skype, Zoom or Microsoft Teams may eliminate some interviewer bias (Bryman, 2001), but can also take away the unvaluable human interaction (Rowley, 2012). Interviews were conducted with video on (except for one, at respondent's request) to minimize this impact.

The interview script had the following structure: 5 questions with 6 sub-questions. The profile of the questions begin by approaching the particular professional experience of the interviewee, which will be accompanied by follow up sub-questions. The goal of these interviews are to understand if, looking at professionals of different areas of sports management, there is a common profile or skillset industry professionals find more important in order to perform at a high level in the sports environment.

The interview guide can be consulted here.

3.2. Quantitative research – Questionnaires

To characterize and understand potential applicants to in a Sports Management master's or specialization at Nova SBE (to answer the research question proposed), an online survey was built and distributed over Qualtrics.

In order to fully understand the broad term "questionnaire", for the purpose of this study it will be considered a questionnaires *"all methods of data collection in which each person is asked to respond to the same set of questions in a predetermined order"* (Saunders et al., 2016; De Vaus, 2014:126).

The questionnaire was the tool of choice in this case, because the charaterization and perception of potential applicants was a descriptive research, one to be validated and quantified.

The questionnaire used close questions and was divided in four main blocks: the first one will regard the academic path of the respondent; the second one will touch upo n their interest in sports and sports management; the third one presents the value proposition of the Nova SBE Football/Sports Management Master's, and inquires general interest in that and ideal makeup, moving on to expected price; the fourth and final section gathers sociodemographic characteristics an d academic performance of respondents.

A questionnaire guide can be consulted here.

4. Analysis and Discussion

4.1. Qualitatitive Analysis

From the sample of 9 people interviewed at this particular stage of the thesis, all of them had at least a bachelor's degree, with the highest level of education of any

participant was a master's degree. There were 7 male participants in this interviewing process, with the other 2 being female participants. All participants had between 3 years and 17 years in their current roles, with the average work experience in management roles in the sports industry being close to 7 years. All of them had management roles, and only 4 of them had previous work experience in industries other than the sports industry. 7 of the interviewed were based in Portugal, while the other two interviewed were based in London (England) and Lausanne (Switzerland).

When analyzing the perception of the participants regarding the areas of management that require a more specific knowledge of the sports industry, more than half (5) mentioned that disciplines such as Communications and Marketing require a particular knowledge of the industry. Others mentioned were the areas of Sponsorship and Entertainment and Media Rights, among others.

On the opposite, technical areas such as Finance, Accounting or HR were considered to be less dependent of a detailed understanding of sports. It can be concluded that, according to the sample in question, areas that have a closer contact with the fan require a deeper knowledge of the sports environment and industry.

"I would say that there is a clear separation between what I am going to refer as event people and non-event people: Finance, HR, Accounting (...). All of these roles you don't necessarily need to know the sport in detail, you just have to know the sport in general. (...) Someone like me or the marketing team or communications team, digital team that need to know the sport and what kind of product they are promoting or showcasing" (Male, Events Department, FIBA).

Regarding the soft skills that should be more present in the sports industry, teamwork was considered by 8 of the participants to be essential to match the sports environment and spirit that is present in the industry. Problem-solving and negotiation

skills, particularly in sports organizations that deal with state funding and rely on it to organize and develop its activities, were also seen as fundamental to work and succeed in the industry. This matches the findings of Pascual, Romo, Garcia and Jimenez (2006), who identified these three skills as must-haves for a sports manager. It is important to underline that every participant mentioned how crucial soft skills are in the sports industry, with one of the interviewed even mentioning them as being "*underrated and more important than people think"* (Male, Senior Analytics Manager, 3 years).

To understand what is required from a sports industry professional and how can the proposed plan match the market needs of a sports industry professional (RQ1.1) some questions regarding the hiring process of each company and the participants' experience in it was asked. 6 of the 9 participants were active recruiters to their companies, or had previously been part of the hiring process. These 6 managers recruited to an array of different roles, going from Fan Knowledge and Intelligence managers to data analysts and club managers.

Regarding the backgrounds of the people recruited by these managers, they all claimed to have recruited people with some kind of academic degree (bachelor's being the minimum academic degree). The process was rather straightforward in each particular case: people were recruited based on their academic degrees and the match between them and the function in hand. Despite considering the academic background to be important, nearly half of the interviewed mentioned the importance of looking beyond the CV and that same academic background, since some particular characteristics can only be observed during the interview process.

A question concerning the progression of these talents recruited was asked, and two main answers appeared: one mentioning it depends on the particular competency of

the professional; other mentioning sports organizations as being mainly flat and lacking progression due to this same nature of its hierarchy.

"I see the nature of this organization, as a flat one, where it is common to find people moving sideways. Also, there is the case of people working in more than one division, which is rather common around here." (Female, Intelligence and Customer Experience Department, Portuguese Football Federation)

About the timetable to have management responsibilities given to these recruited sports managers, responses vary deeply. The smallest timetable to have these responsibilities was 7 months (Holmes Place). The interviewed considered this period to be too small and negative to his development. The longest period observed to have management responsibilities were 3 to 5 years, at FIBA. 2 out of the 6 participants who had hiring duties declared that they had no particular knowledge about the regular timetable in their organizations, since it was very variable and had no average schedule. It is believed, looking at the participants' answers, that one can expect to have management responsibilities depending on two main factors: experience inside the organization and competency displayed by their results at their functions.

Every participant said they were satisfied or very satisfied with the talents recruited. The person-job fit was one of the main reasons for this, with one participant mentioning that these new recruits should be developed rather slowly, in order to enhance their performance.

To understand what common gaps are found on these recruits and what skill gaps hinder the progression of the organization, questions were formulated for this purpose. There were 5 main answers: *"hard analytical point of view"* (Female, Fan Engagement Department, Portuguese Football Federation) managing expectations, lack

of proactivity, lack of humility and inability to be independent on the job. What can be observed from these answers is that professionals still lack soft skills a lot more than hard skills.

To conclude the interviews, an overview of the proposed Sports Management program was done, and the participants were asked if they were interested and what suggestions they had to improve it. All of the participants mentioned that they would be interested in hiring graduates from this program and that their organizations would welcome partnering with Nova on it. Among the suggestions, it should be highlighted the need to have a strong management background, to include data driven courses and to have modules that touch specific subjects, such as the Olympic Movement or the Doping regulation and operationalisation. 7 out of the 9 participants highlighted Nova SBE's accreditation and prestige as a synonym of quality of the program, matching Spangehl's (1998) regards towards accreditation as enticing to future students and organizations.

In summary, the answer to R1.1 "What are the market needs regarding sports management professionals?", is that the market values a knowledge of the sports industry and of management skills, but specifically and highly values soft skills such as teamwork, negotiation skills and problem-solving, atop a willingness to learn on the job and particular knowledge of critical issues to the organization. Moreover, they value the prestige and reputation of education providers and their partners.

4.2. Quantitative Analysis

4.2.1. Sample Characterization

In order to complement the research previously done and the conclusions regarding the market needs, a survey research was conducted to try to answer R1.2: “What do market applicants' value in a sports management program?”.

The main goal of this survey was to understand two key point for possibly interested parts on this program: expectations regarding fee and content to be taught.

There were 342 answers considered valid, but only 339 after outliers were removed.

Every 3 out of 4 respondents in this survey were 23 years or younger, mostly male, but it is important to mention that close to 30% of the respondents were women. Portuguese (94%) was the nationality that prevailed, and only 12% of the participants considered them to be on the top 5% of their class.

4.2.2 General Data Analysis

Regarding the degree pursued by the participants, of the 339 respondents, close to 55% (55.2%) were Masters’ students, while close to 45% (44.8%) were Bachelors’. Nova SBE was the home of 59.6% of these respondents, with closest institutions regarding the degrees of these participants were ULisboa (8.8%), ISCTE (5%) and Católica (4.4%), which account for close to 20% of the total. (Detailed analysis in the Thesis Report)

In route with the previous data, close to ¾ of all the participants were studying business, as the answers regarding the home university shows.

Another question touched upon the work experience, and it was found out that 51% of the inquired had a work experience superior to 3 months, while only 27% had never worked before. Despite these data, the numbers regarding work experience within the sports industry were low: 22.1% had experience within this particular industry.

The next step on this survey was to inquire the interest in sports, since it was crucial to understand further questions down the road. Only 3.2% had zero interest in sports. On a scale of 0/10, the mean of the answers were 7.49.

For the purpose of this study, the sports most sought after were also inquired. Football was largely superior, present in 80% of the choices. Basketball and Tennis were second and third, but closely separated with 38% and 36%, respectively.

The interest shown to work in the sports industry was very high, with 22.7% showing an interest of 10/10 to work in it.

After that, the next question introduced the value proposition of the program, detailing that it had industry-specific content, modules, field trips, volunteering experiences and internship opportunities, as well as the partnership with FPF, the Portuguese Football Federation. More than 50% answered an interest of 8 or higher in the program, after this explanation.

Since the goal of this research phase was to find out what appeals to potential applicants, the following findings will focus only on these 169, close to 50% of the total.

After stating their interest in the proposed program, participants were asked to create their ideal program, choosing 6 courses, 3 modules, and the specific type of thesis to be chosen. The core courses of the Masters in Management were not part of the options.

Then, an analysis was done to reveal the courses, modules and thesis format chosen by these respondents. Strategy and Governance in Sports, Sports Analytics, Economics of Sport, Athlete Management and Sports marketing were the courses chosen. (Detailed analysis in Thesis Report). The modules remain the same as of the general sample, as well as the thesis format.

The perception of Bachelor's students compared to the ones of Master's was deemed important, and the analysis done was rather interesting. Regarding the fee proposed, bachelor's students answered an average value of over 10 000€, while Master's students proposed a value inferior by 650€, placed at 9 749€. This may have to be with the perceptions of each group regarding the program, and it should take into account when designing it. It is also interesting to note that all the structural aspects of the program (courses, modules, thesis format) are the same for both groups.

In order to do a properly statistical analysis to the data shown, 3 ANOVAs were ran, all including the variable fee related to another variable. To understand the relation between being a student from Business, Finance or Economics and the fee suggested, an ANOVA was ran and came back with a p-value of 0.03, inferior to the level of significance used (0.05). We rejected H_0 and therefore, there seems to be a difference in the perception of these students in what refers to the fee, compared to the ones who study a different subject. An ANOVA to understand weather being a Nova student influenced the fee proposed was also done, and came back with a p-value higher than the level of significance of 0.05. It was concluded that the variables are independent and so, that a Nova student doesn't perceive the fee in any other way than any other student from other faculties.

To conclude the analysis, an ANOVA was ran to comprehend if a student with previous professional experience understood the fee differently to those who don't have that experience. H_0 was rejected and so the variables aren't independent: students with working experience perceive the value differently than those who haven't had work experience. The first group perceives the fee as 10 500€, a value 1 500€ superior to the one of the second group.

As mentioned in the beginning of the chapter, this survey was conducted to try to answer **R1.2**: "What do market applicants' value in a sports management program?". We've seen that there are modules, courses and a particular thesis format that appeal to the market applicants. Strategy and Governance in Sports, Athlete Management and International Sports Marketing seem to be these courses, while modules as Becoming a Team Manager, Sports Organizations 360º, Digital Sports' Technologies and Community Building and Fan Engagement seem to have generated consensus in the surveyed. The thesis format that looks more valued by these respondents is the internship. Also, the market values a program with an average value of close to 10 000€.

Some correlations were also made. First of all, a correlation between the level of interest in program completion and the suggested fee was done. It showed that no correlation exists between the two variables. Then, a correlation between the interest in sports and the interest in completing the program was strong, showcasing that, liking sports is strongly correlated to following a career in the industry. Lastly, it was also analyzed the correlation between interest in following a career in the industry and the interest in completing the program. It was moderately weak.

Then, a regression analysis was done in order to comprehend what was the impact between the variables "level of interest in following a career in sports" and "level of interest in sports" had on the variable "level of interest in completing the program", as it is essential to understand if the two dependent variables can explain the independent one. With an r-squared of 0.715, close to 75% of the variation in the independent variable can be explained by the dependent variables. Both dependent variables correlate strongly with the independent one (bigger than 0.75).

To conclude the quantitative analysis, a logistic regression was performed. The independent variables were: "level of interest in following a career in sports"; "being in

a Business-related degree" and "Being a Nova student" and the dependent variable being, once again, the level of interest in completing the program. We confirmed that a logistic regression was possible by running the significance levels of the data in a Omnibus Test and Hosmer and Lemeshow test. Accounting the independent variables, the model predicts 0.84, 0.3 more than if these were not accounted for (0.54). The only statistically significant variable was the "level of interest in following a career in sports", as someone with this interest is two times more likely to be interested in completing the program (B: 2.214).

5. Conclusion and Recommendations

5.1. Academic Implications

The research done in this study seems to support many conclusions reached by previous authors of the area, as well as dismissing some others. As previously mentioned in the qualitative analysis chapter, the soft skills that the interviewed deemed as essential in the industry (teamwork, negotiation skills and problem-solving ability) match the ones concluded by Pascual, Romo, Garcia and Jimenez (2006).

In what refers to the courses that the surveyed considered more important and enticing to the program, they match the ones defined in NASPE-NASSM. An example, among many, is the Strategy and Governance in Sports course, which has a striking resemblance to the "Governance in Sports" course proposed in NASPE-NASSM (Brass and Pitts, 1993). It appears to show that the key areas for a sports manager to learn and develop haven't changed deeply since the implementation of the first set of courses for a Sports Management program.

Spangehl's (1998) perception that accreditation and reputation can be enticing for future students and employers seems to be confirmed by the general opinion that Nova's brand and recognition are understood to be very attractive to future employers.

Regarding the skillset of a sports manager, it was concluded through Lambrecht (1987) research that budgeting, accounting and financial knowledge was essential for a sports manager, but in our research only the ones who work in sports organizations who rely on state funds saw budgeting and accounting as crucial for their roles.

5.2. Managerial Implications and Recommendations

This study seems to ensure the viability of the sports management program inside Nova SBE, if built according to the perceptions of both the job market and of the market/possible future applicants. Development and marketing recommendations ensue.

5.2.1. Marketing Mix

Price: According to what was seen as the average expected fee of the general sample, cross analyzed with the one expected particularly from students from Bachelor's, Master's and from Nova and from outside of it, it was concluded that the value of the program should range between 10 000€ and 11 500€. However, since the program will be part of the Masters in Management, what is proposed is that the fee is kept the same as of the MiM.

Product: The product here will be understood as the academic program (aggregate of courses, modules and thesis format) believed to be the right one, plus ancillary features, like partnerships that enhance it. As per this research, this seems to be the ideal structure of this program:

This proposal matches both the expectations of the surveyed (market) and of the interviewed (employers), and appears to be the most complete proposal for this program. It is recommended to ensure flexibility in the content taught and to be able to adapt to different trends that may surge regarding the sports industry.

Table 1: Courses, Modules and Thesis Format chosen (Source: The author)

Courses	Modules	Thesis Format
Strategy and Governance in Sports	Becoming a Team Manager	Internship
Athlete Management	Sports Organizations 360º	
International Sports Marketing	Digital Sports' Technologies	
Sports Analytics	(Doping Regulation)	
Finance in Football		
Sponsorship and Naming Rights		

The program should look to partner with FPF, and to make it their main sponsor, as it generated a broad consensus in the research developed. Partnerships should be extended further and also abroad, with international partners such as F1 or FIBA as very interesting choices.

Under these conditions, this program has the chance to be the leading program in Europe for every student with up to 2 years of professional experience, with Nova having the perfect conditions to harbor this program.

Strong network opportunities, a large array of events, a proactive career service, study trips and lectures with key players in the industry should also be considered.

Placement: The placement must be aligned with the one done in the Masters in Management. It should be found in sports magazines and journals, as well as in faculties that can serve as a stepping stone for a student envisioning this program. Placement should be aligned with the profile of possible interested parties in the program, as shown in previous sections.

Promotion: The target should be high profile students interested in the industy, and the promotion should showcase Nova SBE's premier facilities and top business school accreditations, all while displaying the strong curriculum, renowned guest lecturers and influential partnerships with FPF and other sports organizations as the bridge between the academic and professional world. Promotion should be done through

different channels, but delivering a connected message. Tools such as advertising, open days, SMS and Email Marketing, communication via media and innovative events that showcase the program all while highlighting the perks of studying at Nova and the growth of the sports industry are the key elements to successfully promote the program.

5.2.2. Partnerships and Launch

In order to launch this program, Nova should focus on a high impact approach, trying to use a large group of strategies that maximize impact. It should be communicated based on its disruptive nature as well as its content, all while taking advantage of the faculty's renowned reputation.

Assuming the program starts next September, January should be the date to both Nova and its partners to start communicating the program. Events such as days dedicated to figures of different sports (Ex: Nélson Évora, José Couceiro) recounting their experience and the role of sports management in the industry is important. These lecturers should have a mix of management experience and professional athlete experience, as it will showcase both sides of the role of a sports manager: from the point of view of the athlete, and of the professional.

Prospected students should also be able to be part of experiences in the sports world, such as matchday experience, product launch or event planning.

Then, Discovery Week also plays a role in the launch of the program. It should be as dynamic as possible, and include visits to partner institutions and its facilities. Guest lecturers should cover all the topics in the program. Also, it should include some type of sports activity, such as Teqball or Bubble Football. Nova has the facilities to make it happen and related organisations are keen to participate in such events.

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7. Appendix

Analysis of Sports and Football Management Programs

Masters

Who	Description	Type of Program	Where	Partnership	Lenght	Tuition
Escuela Universitaria Real Madrid (Universidad Europea)	Football Coaching and Management	International Master	Hyflex	Real Madrid CF	9 months	13 700,00 €
CIES	FIFA Masters	Masters	Leicester | Milan | Neuchatel	De Montfort University (United Kingdom), SDA Bocconi School of Management (Italy) and the University of Neuchâtel (Switzerland)	12 months	25000 CHF
ISDE	Sports Management and Legal Skills	Masters	Online	FC Barcelona	9 months	tbd
ISDE	Sports Management and Legal Skills	Masters	Barcelona / B-learning	FC Barcelona	18 months	tbd
Escuela Universitaria Real Madrid (Universidad Europea)	Football Coaching and Sport Direction	Masters	Online	Real Madrid CF	9 months	unavailable
Sports Business Institute Barcelona	Football Business & Management	Masters	Online		8 months	6 500,00 €
UCFB	Msc Football Business	Masters	London/Manchester		18 months	£9950 (EU) or £14950 (non-EU)
UCFB	Msc International Sports Management	Masters	London/Manchester		18 months	£9950 (EU) or £14950 (non-EU)
UCFB	Msc Sports Management	Masters	London/Manchester		18 months	£9950 (EU) or £14950 (non-EU)
Johan Cruyff Institute	Football Business	Masters	Barcelona	FC Barcelona	10 months (1 week/month)	19 990,00 €
Johan Cruyff Institute	Sport Management	Masters	Barcelona	Universitat Autònoma de Barcelona	10 months	10 710,21 €
Johan Cruyff Institute	Sport Management	Masters	Barcelona | Blended		10 months	8 880,00 €
Johan Cruyff Institute	Sport Management	Masters	Amsterdam		10 months	12 890,00 €
Johan Cruyff Institute	Sport Management	Masters	Online	Universitat Autònoma de Barcelona	11 months	9 270,21 €
Johan Cruyff Institute	Sport Management	Masters	Online		13 months	7 950,00 €
Johan Cruyff Institute	Sport Marketing & Sponsorship	Masters	Online		13 months	7 950,00 €
FBA	Football Business	Masters	Online | Lisbon	Nova SBE	12 months	30000 CHF
Faculdade Motricidade Humana	Sports Management	Masters	Lisbon		2 years	3 200,00 €

Bachelors

Who	Description	Type of Program	Where	Partnership	Lenght	Tuition
UCFB	BA (Hons) Sports Business and Sports Law	Bachelor degree	London/Manchester		36 months	£9250 (EU) or £14250 (non-EU)
UCFB	BA (Hons) Football Business and Finance	Bachelor degree	London/Manchester		36 months	£9250 (EU) or £14250 (non-EU)
UCFB	BA (Hons) Football Business and Marketing	Bachelor degree	London/Manchester		36 months	£9250 (EU) or £14250 (non-EU)
UCFB	BA (Hons) Football Business and Media	Bachelor degree	London/Manchester		36 months	£9250 (EU) or £14250 (non-EU)
UCFB	BA (Hons) Internationa Football Business	Bachelor degree	London/Manchester		36 months	£9250 (EU) or £14250 (non-EU)

Post-Graduates

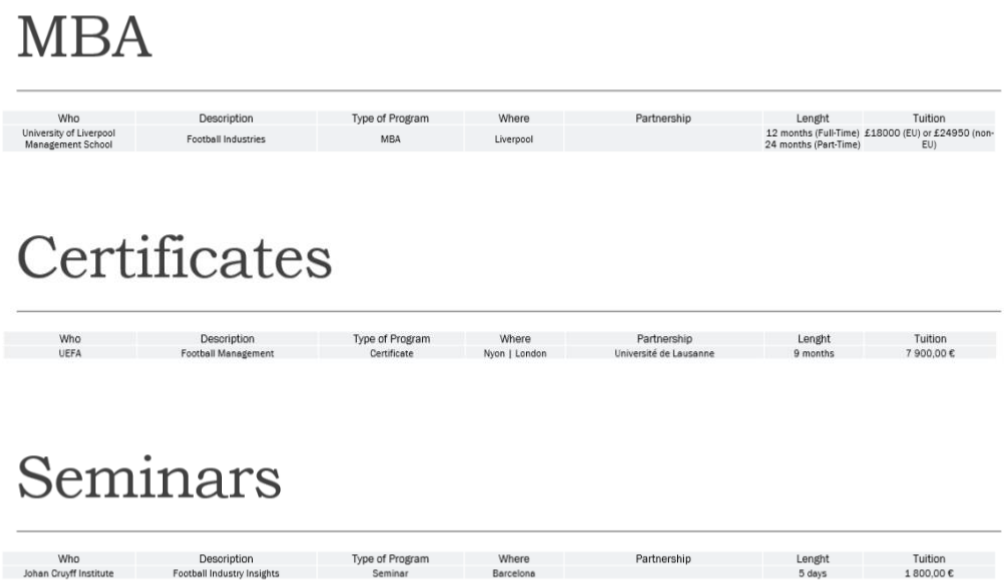
Who	Description	Type of Program	Where	Partnership	Lenght	Tuition
University of Liverpool Management School	Business Administration (Football Industries)	Post-Graduate	Liverpool		9 months (Full-Time)	£6000 (EU) or £8350 (non-EU)
Johan Cruyff Institute	Football Business	Post-Graduate	Online		7 months	4 460,00 €
Johan Cruyff Institute	Sport Management	Post-Graduate	Barcelona | Blended		7 months	5 236,00 €
Johan Cruyff Institute	Sport Marketing	Post-Graduate	Barcelona | Blended		5 months	4 496,00 €
Johan Cruyff Institute	Sport Management	Post-Graduate	Online		7 months	4 460,00 €
Johan Cruyff Institute	Sport Marketing	Post-Graduate	Online		6-7 months	4 460,00 €
Johan Cruyff Institute	Sport Marketing	Post-Graduate	Barcelona | Blended		5 months	4 496,00 €
Johan Cruyff Institute	Sport Marketing	Post-Graduate	Online		6-7 months	4 460,00 €
Johan Cruyff Institute	Sport Sponsorship	Post-Graduate	Online		7 months	4 460,00 €
ISCTE	Sports Marketing Management	Post-Graduate	Online | Lisbon		1 semester (140h)	4 990,00 €
Univerisadade Católica Porto	Professional Football Management and Organization	Post-Graduate	Porto	Liga Portugal	9 months	3 650,00 €

Diplomas

Who	Description	Type of Program	Where	Partnership	Lenght	Tuition
Johan Cruyff Institute	Football Industry Trends. LaLiga Case Study: The Making of a Global Brand	Diploma	Amsterdam		3 days	1 225,00 €
Johan Cruyff Institute	Sponsorship 360: International Sport Marketing and Sponsorship	Diploma	Amsterdam | London		2 weekends	2 450,00 €

Executive

Who	Description	Type of Program	Where	Partnership	Lenght	Tuition
Escuela Universitaria Real Madrid (Universidad Europea)	Sports Management	Executive	Online	Real Madrid CF	9 months	unavailable
UCFB	CEO of a Sports Organization	Executive	Manchester		12 months	£10000 per course (5 courses)



MBA

Who	Description	Type of Program	Where	Partnership	Lenght	Tuition
University of Liverpool Management School	Football Industries	MBA	Liverpool		12 months (Full-Time) 24 months (Part-Time)	£18000 (EU) or £24950 (non-EU)

Certificates

Who	Description	Type of Program	Where	Partnership	Lenght	Tuition
UEFA	Football Management	Certificate	Nyon | London	Université de Lausanne	9 months	7 900,00 €

Seminars

Who	Description	Type of Program	Where	Partnership	Lenght	Tuition
Johan Cruyff Institute	Football Industry Insights	Seminar	Barcelona		5 days	1 800,00 €

Interview Guide

Good […]. We are Miguel and Francisco, Masters students at Nova SBE, currently researching about developing a program of Football/Sports Management at our university. *Nova is one of the best business schools in the world and ranks consecutively among the top-tier list provided by Financial Times, that acknowledges the best universities in our sector. Furthermore, it belongs to an exquisite array of universities that are triple crown, i.e., accredited by 3 independent entities (AACSB, AMBA, EQUIS).* Recently, the university has been designing programs that narrow the students' path to industry-specific courses, better preparing them for a more concrete market. We are trying to understand how that could be done for Football/Sports Management. As such, we are talking with experienced professionals in the field, as are of course very thankful for your availability to participate.

This interview will last approximately 30 minutes, and is what we call a semi-structured interview. You are invited to answer each question as you wish, and there are no right or wrong answers. For the purpose of analysing the interview afterwards – an exclusively for that - , I would like to record the meeting. All interventions are anonymous and

recordings will be destroyed after the completion of our theses, in January 2021. Is it ok to start recording then?

1. Can you tell me what your current role is and how long you've doing it?
2. In your view, which areas in the company do you find benefit most from specific knowledge of the sports / football industry? *(Is it Marketing, Operations, Human Resources, Strategy, Finance, Sales)*
3. You've worked in other industries before, right? Which soft skills do you consider most important to work in this industry? *Teamworking ability, Negotiation Skills, Problem-solving, Communication, Foresight Ability*
4. For what kind of roles do you usually hire?
5. What kind of progression do these talents usually have?
6. How long does it usually take for someone to be given management responsibilities?
7. What kind of academic background do they usually have?
8. How satisfied are you with your most recent employees/trainees?
9. What are the most common gaps you find in the talent you hire, in either skills, knowledge, or experience?
10. Which skills gaps do you feel most hinder your progression as a team/organisation?
11. Imagine that a top business school like Nova School of Business and Economics (or another one among the 20 best masters in management in the world) launched a Sport / Football Management masters for high potential students with up to 2 years of professional experience and active engagement with the industry. This program would last 18 months, have specific content taught, as well as special careers and skills modules, field trips, and guest lecturers. The last semester

would include an industry consultancy project, with a key international partner, like the Portuguese Football Association. Would you be interested in hiring graduates from this program? Why? Why not? *Under what conditions would they be especially appealing to you? As a potential recruiter, what skills / knowledge would you like to ensure they were trained in?*

We thank you very much for the time at our disposal and we consider all your insights extremely valuable.

Questionnaire Guide

Dear participant, I would like to thank you for your time.
We are two students (Francisco Garcia and Miguel Ferreira) from Nova School of Business and Economics and we are currently pursuing the Master's in Management.
For our thesis, we are researching the possibility of creating a Major in Football/Sports Management, part of the Master's in Management. For such, it is crucial for us to have insights regarding how potential future students would perceive this program, so that its design is fitted to the students' needs and expectations.
All answers are confidential and will not be used for other purposes rather than the present study. This survey will last approximately 5/6 minutes.
Thank you!

Which degree are you currently pursuing?

- Bachelors
- Masters
- Not Studying / Other degree

What is your area of study?

- Arts / Humanities
- Business / Economics / Finance
- Computational Sciences
- Engineering
- Natural Sciences
- Social Sciences
- Other

In which institution are you enrolled?

What best describes your Working Experience?

- I have none
- Less than 3 months
- 3 to 6 months
- 6 months to 2 years
- More than 2 years

How much of your professional experience was within the Sports Industry?

None

Less than 50%

50% or more

How would you rate your interest in the Sports Industry, from 0 (I am not interested at all) to 10 (I am extremely interested in this industry)?

0 1 2 3 4 5 6 7 8 9 10

Level of Interest in the Sports Industry

Which Sports are you fond of?

- Athletics
- Baseball
- Basketball
- Boxing
- Equestrian
- e-Sports
- Football
- Golf
- Gymnastics
- Handball
- Hockey
- Motor
- Rugby
- Skiing
- Surf
- Tennis
- Volleyball
- Other

To what extent would you consider following a career path in management within the Sports Industry, from 0 (I am not interested at all) to 10 (extremely interested)?

0 1 2 3 4 5 6 7 8 9 10

Likeliness of following a career in the industry

Please read the following carefully:

Nova SBE is a triple-crown accredited business school, whose Masters in Management ranks among the top 20 in the world. Consider it now created a **Masters in Sports Management**, in partnership with the **Portuguese Football Federation**. This program would:

- include **specific sports and football management contents**
- have **international guest lecturers** from the industry
- offer **dedicated jobs fair** and career services
- give access to **international study trips** to visit sports organisations and expand network
- include **skills modules** to support a speedy transition into work (for example, Team Management for Football Clubs)
- offer **real-world experience** through volunteering opportunities, courses, and consulting projects with PFF and other partners.

To which extent would you be interested in completing this program, from 0 (not interested at all) to 10 (extremely interested)?

0 1 2 3 4 5 6 7 8 9 10

Likeliness of completing the program

Below you find potential courses / options that could exist in this program. Build your ideal program fitting 6 courses you could benefit from, by dragging and dropping your options (your options will not be ranked)!
(Courses - 6 weeks, 3h/week, during the semester)

Items
Sports for Good
Contemporary Issues in Sports
International Sports Marketing
Sports Policy and Regulation
Athlete Management
New Product and Innovation in Sports
Impactful Communication in Sports
Finance in Football
Economics of Sports
Sports Analytics
Customer Experience
Sponsorship and Naming Rights
Events and Facilities Management
Strategy and Governance in Sports

Courses

Below you find potential modules that could exist in this program. Build your ideal program fitting 3 modules you could benefit from, by dragging and dropping your options (your options will not be ranked)!
(Modules - 3 full days, in between semesters)

Items
Becoming a Team Manager
Inclusion and Diversity in Sports
Match-day Delivery
Community Building & Fan Engagement
Sports Organizations 360°
Sustainability in Sports
Sport Tourism
The Interconnected World of Sports
Digital Sports' Technologies
Women in Sports
Applied Research Sports

Modules

Below you find potential thesis formats that could exist in this program. Build your ideal program fitting 1 format you could benefit from, by dragging and dropping your options (your options will not be ranked)!
(Thesis format - all liaising with a specific institutional partner)

Items
Direct Research
Consultancy Project
Internship

Thesis format

The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?

Age

Gender

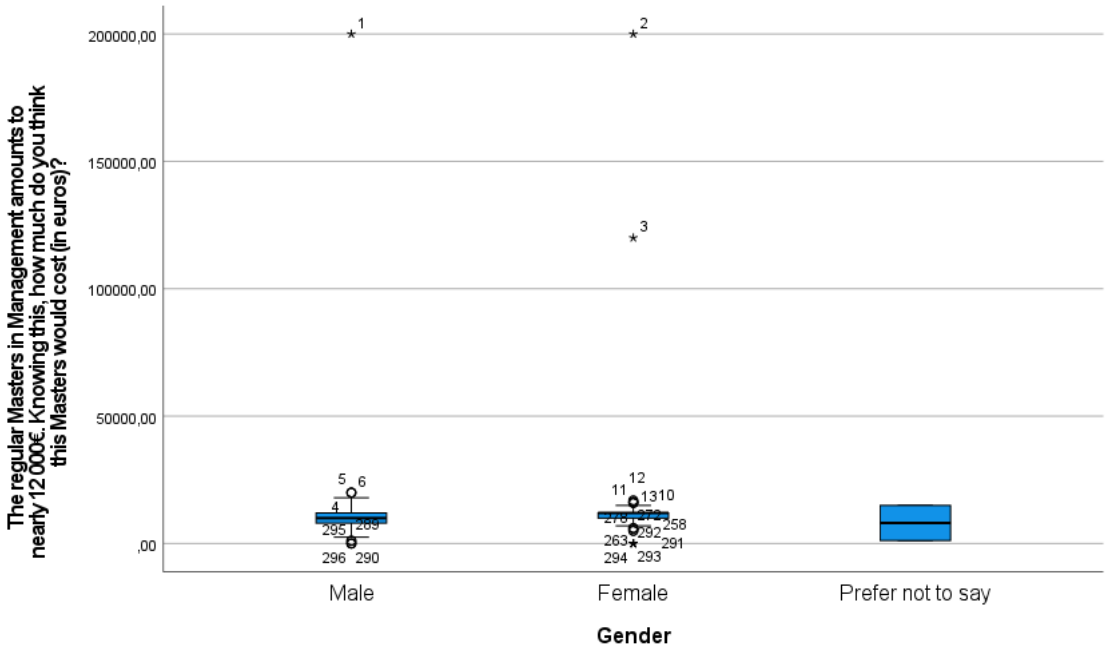
- Male
- Female
- Prefer not to say

Which of the following sentences better describes your academic performance?

- I rank among the top 5% in my course
- I rank among the top 25% in my course
- I rank among the average
- None of the above

What country are you a national from?

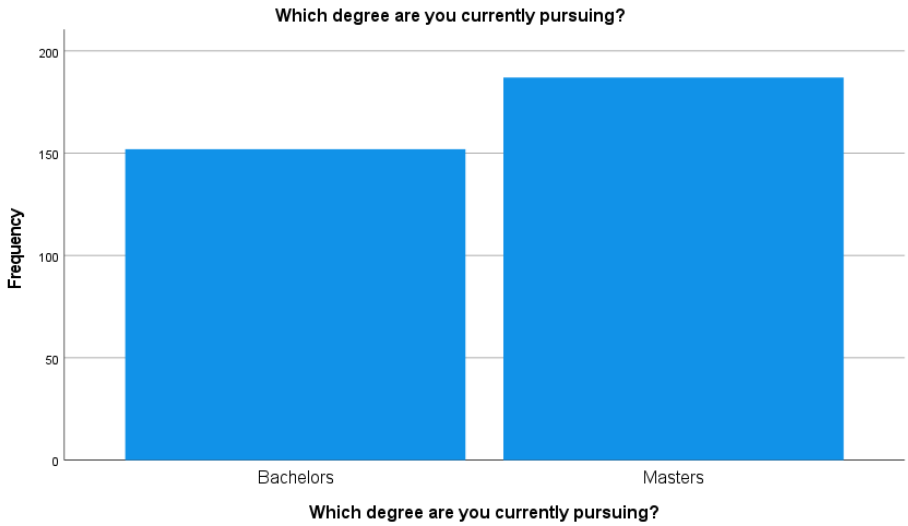
Justification: Outliers



Degree

Which degree are you currently pursuing?

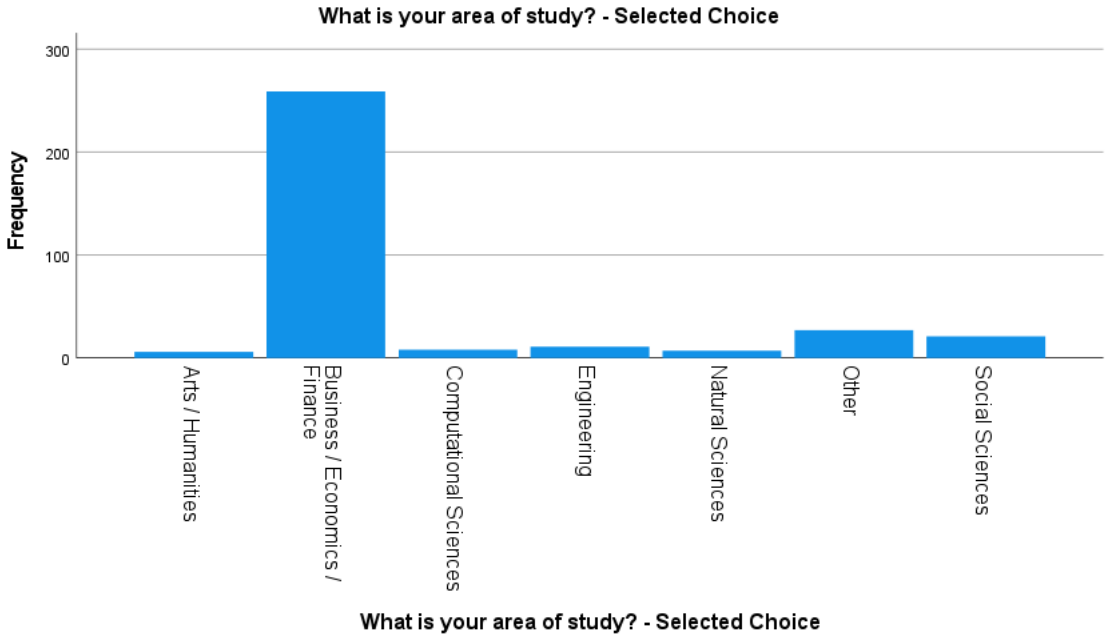
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelors	152	44,8	44,8	44,8
	Masters	187	55,2	55,2	100,0
	Total	339	100,0	100,0	



Area of Study

What is your area of study? - Selected Choice

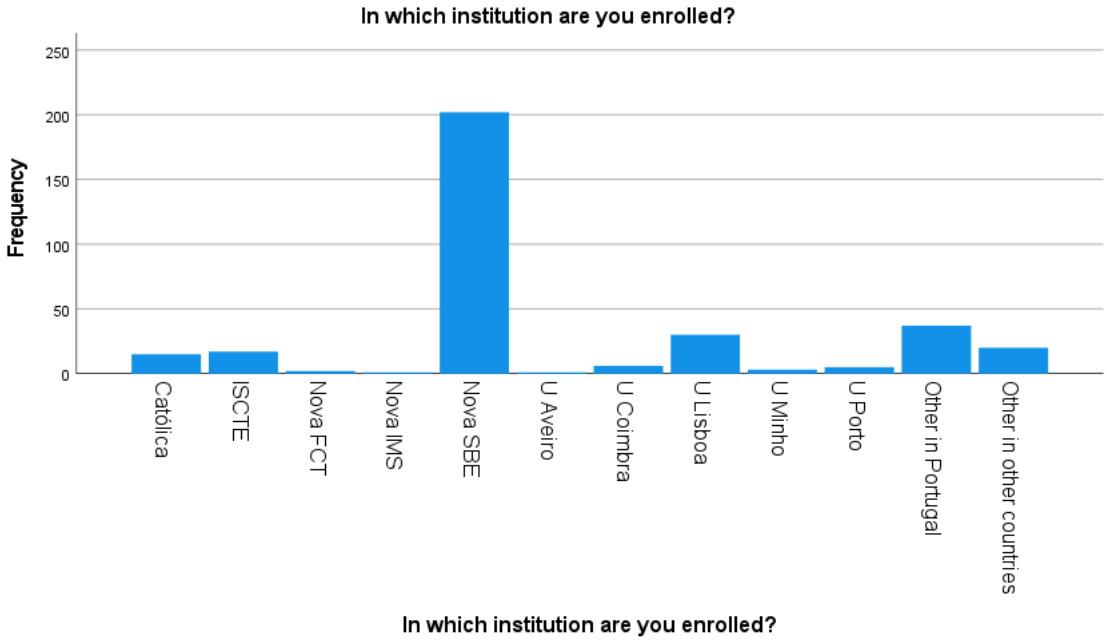
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Arts / Humanities	6	1,8	1,8	1,8
	Business / Economics / Finance	259	76,4	76,4	78,2
	Computational Sciences	8	2,4	2,4	80,5
	Engineering	11	3,2	3,2	83,8
	Natural Sciences	7	2,1	2,1	85,8
	Other	27	8,0	8,0	93,8
	Social Sciences	21	6,2	6,2	100,0
	Total	339	100,0	100,0	



Institution

In which institution are you enrolled?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Católica	15	4,4	4,4	4,4
	ISCTE	17	5,0	5,0	9,4
	Nova FCT	2	,6	,6	10,0
	Nova IMS	1	,3	,3	10,3
	Nova SBE	202	59,6	59,6	69,9
	U Aveiro	1	,3	,3	70,2
	U Coimbra	6	1,8	1,8	72,0
	U Lisboa	30	8,8	8,8	80,8
	U Minho	3	,9	,9	81,7
	U Porto	5	1,5	1,5	83,2
	Other in Portugal	37	10,9	10,9	94,1
	Other in other countries	20	5,9	5,9	100,0
	Total	339	100,0	100,0	



Working Experience

What best describes your Working Experience?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I have none	91	26,8	26,8	26,8
	Less than 3 months	75	22,1	22,1	49,0
	3 to 6 months	49	14,5	14,5	63,4
	6 months to 2 years	63	18,6	18,6	82,0
	More than 2 years	61	18,0	18,0	100,0
	Total	339	100,0	100,0	

Working Experience In Sports

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	264	77,9	77,9	77,9
	Less than 50%	31	9,1	9,1	87,0
	50% or more	44	13,0	13,0	100,0
	Total	339	100,0	100,0	

Interest in Sports Industry

How would you rate your interest in the Sports Industry, from 0 (I am not interested at all) to 10 (I am extremely interested in this industry)? - Level of Interest in the Sports Industry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11	3,2	3,2	3,2
	1	14	4,1	4,1	7,4
	2	13	3,8	3,8	11,2
	3	12	3,5	3,5	14,7
	4	11	3,2	3,2	18,0
	5	13	3,8	3,8	21,8
	6	18	5,3	5,3	27,1

Statistics

How would you rate your interest in the Sports Industry, from 0 (I am not interested at all) to 10 (I am extremely interested in this industry)? - Level of Interest in the Sports Industry

N	Valid	339
	Missing	0
Mean		7,49
Std. Error of Mean		,163
Median		9,00
Mode		10
Std. Deviation		2,992
Variance		8,955

	7	30	8,8	8,8	36,0
	8	46	13,6	13,6	49,6
	9	41	12,1	12,1	61,7
	10	130	38,3	38,3	100,0
	Total	339	100,0	100,0	

Skewness		-1,137
Std. Error of Skewness		,132
Kurtosis		,122
Std. Error of Kurtosis		,264
Range		10
Minimum		0
Maximum		10
Percentiles	25	6,00
	50	9,00
	75	10,00

Sports

Sports Frequencies

		Responses N	Responses Percent	Percent of Cases
Sports	Athletics	68	5,9%	20,7%
	Baseball	9	0,8%	2,7%
	Basketball	125	10,9%	38,1%
	Boxing	30	2,6%	9,1%
	Equestrian	17	1,5%	5,2%
	e-Sports	70	6,1%	21,3%
	Football	263	22,9%	80,2%
	Golf	10	0,9%	3,0%
	Gymnastics	51	4,4%	15,5%
	Handball	42	3,7%	12,8%
	Hockey	23	2,0%	7,0%
	Motor	64	5,6%	19,5%
	Rugby	41	3,6%	12,5%
	Skiing	35	3,1%	10,7%
	Surf	53	4,6%	16,2%
	Tennis	119	10,4%	36,3%
	Volleyball	69	6,0%	21,0%
	Other	58	5,1%	17,7%
Total		1147	100,0%	349,7%

Career in Management – within Sports Industry

To what extent would you consider following a career path in management within the Sports Industry, from 0 (I am not interested at all) to 10 (extremely interested)? - Likeliness of following a career in the industry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	32	9,4	9,4	9,4
	1	26	7,7	7,7	17,1
	2	20	5,9	5,9	23,0
	3	25	7,4	7,4	30,4
	4	10	2,9	2,9	33,3
	5	16	4,7	4,7	38,1
	6	33	9,7	9,7	47,8
	7	36	10,6	10,6	58,4
	8	39	11,5	11,5	69,9
	9	25	7,4	7,4	77,3
	10	77	22,7	22,7	100,0
	Total	339	100,0	100,0	

Statistics

To what extent would you consider following a career path in management within the Sports Industry, from 0 (I am not interested at all) to 10 (extremely interested)? - Likeliness of following a career in the industry

N	Valid	339
	Missing	0
Mean		5,95
Std. Error of Mean		,188
Median		7,00
Mode		10
Std. Deviation		3,462
Variance		11,986
Skewness		-,408
Std. Error of Skewness		,132
Kurtosis		-1,217
Std. Error of Kurtosis		,264
Range		10
Minimum		0
Maximum		10

Percentiles	25	3,00
	50	7,00
	75	9,00

Interest in completing the program

To which extent would you be interested in completing this program, from 0 (not interested at all) to 10 (extremely interested)? - Likeliness of completing the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	46	13,6	13,6	13,6
	1	22	6,5	6,5	20,1
	2	17	5,0	5,0	25,1
	3	16	4,7	4,7	29,8
	4	9	2,7	2,7	32,4
	5	18	5,3	5,3	37,8
	6	23	6,8	6,8	44,5
	7	32	9,4	9,4	54,0
	8	33	9,7	9,7	63,7
	9	28	8,3	8,3	72,0
	10	95	28,0	28,0	100,0
	Total	339	100,0	100,0	

Statistics

To which extent would you be interested in completing this program, from 0 (not interested at all) to 10 (extremely interested)? - Likeliness of completing the program

N	Valid	339
	Missing	0
Mean		6,07
Std. Error of Mean		,201
Median		7,00
Mode		10
Std. Deviation		3,693
Variance		13,640
Skewness		-,481
Std. Error of Skewness		,132
Kurtosis		-1,271
Std. Error of Kurtosis		,264
Range		10
Minimum		0
Maximum		10
Percentiles	25	2,00
	50	7,00
	75	10,00

Courses

Courses Frequencies

		Responses N	Responses Percent	Percent of Cases
Courses	Sports for Good	58	3,3%	19,8%
	Contemporary Issues in Sports	71	4,0%	24,2%
	International Sports Marketing	188	10,7%	64,2%
	Sports Policy and Regulation	83	4,7%	28,3%
	Athlete Management	173	9,8%	59,0%
	New Product and Innovation in Sports	123	7,0%	42,0%
	Impactful Communication in Sports	92	5,2%	31,4%
	Finance in Football	172	9,8%	58,7%
	Economics of Sports	154	8,8%	52,6%
	Sports Analytics	167	9,5%	57,0%
	Customer Experience	56	3,2%	19,1%
	Sponsorship and Naming Rights	113	6,4%	38,6%
	Events and Facilities Management	98	5,6%	33,4%
	Strategy and Governance in Sports	210	11,9%	71,7%
Total		1758	100,0%	600,0%

Modules

Modules Frequencies

		Responses N	Responses Percent	Percent of Cases
Modules	Becoming a Team Manager	175	19,9%	59,7%
	Inclusion and Diversity in Sports	39	4,4%	13,3%
	Match-day Delivery	74	8,4%	25,3%

	Community Building & Fan Engagement	107	12,2%	36,5%
	Sports Organizations 360º	108	12,3%	36,9%
	Sustainability in Sports	68	7,7%	23,2%
	Sport Tourism	49	5,6%	16,7%
	The Interconnected World of Sports	63	7,2%	21,5%
	Digital Sports' Technologies	107	12,2%	36,5%
	Women in Sports	41	4,7%	14,0%
	Applied Research Sports	48	5,5%	16,4%
Total		879	100,0%	300,0%

Thesis Format

Thesis Format Frequencies

		Responses		
		N	Percent	Percent of Cases
Thesis Format	Direct Research	34	11,6%	11,6%
	Consultancy Project	79	27,0%	27,0%
	Internship	180	61,4%	61,4%
Total		293	100,0%	100,0%

Age

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20	101	29,8	34,5	34,5
	21-23	117	34,5	39,9	74,4
	23-25	34	10,0	11,6	86,0
	25-30	14	4,1	4,8	90,8
	30+	27	8,0	9,2	100,0
	Total	293	86,4	100,0	
Missing	System	46	13,6		
Total		339	100,0		

Gender

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	211	62,2	72,0	72,0
	Female	80	23,6	27,3	99,3
	Prefer not to say	2	,6	,7	100,0
	Total	293	86,4	100,0	
Missing	System	46	13,6		
Total		339	100,0		

Academic Performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I rank among the top 5% in my course	33	9,7	11,7	11,7
	I rank among the top 25% in my course	124	36,6	44,0	55,7
	I rank among the average	125	36,9	44,3	100,0
	Total	282	83,2	100,0	

Missing	System	57	16,8		
Total		339	100,0		

Nationality

List of Countries

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Austria	1	,3	,3	,3
	Brazil	2	,6	,7	1,0
	Cape Verde	1	,3	,3	1,4
	China	3	,9	1,0	2,4
	Egypt	1	,3	,3	2,8
	Germany	2	,6	,7	3,5
	Italy	1	,3	,3	3,8
	Lebanon	1	,3	,3	4,2
	Luxembourg	1	,3	,3	4,5
	Netherlands	1	,3	,3	4,9
	Portugal	272	80,2	94,4	99,3
	United Kingdom of Great Britain and Northern Ireland	2	,6	,7	100,0
	Total	288	85,0	100,0	
Missing	System	51	15,0		
Total		339	100,0		

Fee

The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	,3	,3	,3
	7	1	,3	,3	,7
	10	2	,6	,7	1,4
	12	2	,6	,7	2,0
	17	1	,3	,3	2,4
	1000	1	,3	,3	2,7
	1200	2	,6	,7	3,4
	2500	2	,6	,7	4,1
	3000	5	1,5	1,7	5,8
	5000	12	3,5	4,1	9,9
	6000	12	3,5	4,1	14,0
	6500	1	,3	,3	14,3
	7000	14	4,1	4,8	19,1
	7500	4	1,2	1,4	20,5
	8000	36	10,6	12,3	32,8
	8500	1	,3	,3	33,1
	9000	12	3,5	4,1	37,2
	9500	1	,3	,3	37,5
	9990	1	,3	,3	37,9
	10000	50	14,7	17,1	54,9
	11000	6	1,8	2,0	57,0
	12000	67	19,8	22,9	79,9
	12500	1	,3	,3	80,2
	13000	16	4,7	5,5	85,7
	13500	1	,3	,3	86,0
	14000	12	3,5	4,1	90,1
	15000	19	5,6	6,5	96,6
	16000	3	,9	1,0	97,6
	16500	1	,3	,3	98,0

Statistics

The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?

N	Valid	293
	Missing	46
Mean		10059,58
Std. Error of Mean		211,317
Median		10000,00
Mode		12000
Std. Deviation		3617,159
Variance		13083838,066
Skewness		-,442
Std. Error of Skewness		,142
Kurtosis		,699
Std. Error of Kurtosis		,284
Range		20000
Minimum		0
Maximum		20000
Percentiles	25	8000,00
	50	10000,00
	75	12000,00

	17000	2	,6	,7	98,6
	18000	1	,3	,3	99,0
	20000	3	,9	1,0	100,0
	Total	293	86,4	100,0	
Missing	System	46	13,6		
Total		339	100,0		

PEOPLE WITH 8/9/10 INTEREST IN COMPLETING THE PROGRAM

The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	1	,6	,6	,6
	1000	1	,6	,6	1,3
	1200	1	,6	,6	1,9
	2500	2	1,3	1,3	3,2
	3000	3	1,9	1,9	5,1
	5000	6	3,8	3,8	9,0
	6000	3	1,9	1,9	10,9
	7000	8	5,1	5,1	16,0
	7500	3	1,9	1,9	17,9
	8000	26	16,7	16,7	34,6
	9000	7	4,5	4,5	39,1
	9500	1	,6	,6	39,7
	9990	1	,6	,6	40,4
	10000	27	17,3	17,3	57,7
	11000	2	1,3	1,3	59,0
	12000	35	22,4	22,4	81,4
	12500	1	,6	,6	82,1
	13000	9	5,8	5,8	87,8
	14000	5	3,2	3,2	91,0
	15000	11	7,1	7,1	98,1
	17000	1	,6	,6	98,7
	18000	1	,6	,6	99,4
	20000	1	,6	,6	100,0
	Total	156	100,0	100,0	

Statistics

The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?

N	Valid	156
	Missing	0
Mean		10030,11
Std. Error of Mean		266,313
Median		10000,00
Mode		12000
Std. Deviation		3326,248
Variance		11063927,272
Skewness		-,314
Std. Error of Skewness		,194
Kurtosis		,664
Std. Error of Kurtosis		,386
Range		19993
Minimum		7
Maximum		20000
Sum		1564697
Percentiles	25	8000,00
	50	10000,00
	75	12000,00

PEOPLE WITH 8/9/10 INTEREST IN COMPLETING THE PROGRAM – BACHELOR

The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	1	1,5	1,5	1,5
	3000	1	1,5	1,5	3,0
	5000	3	4,5	4,5	7,5
	6000	1	1,5	1,5	9,0
	7000	3	4,5	4,5	13,4

STATISTICS

The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?

N	Valid	67
	Missing	0
Mean		10403,09
Std. Error of Mean		394,579
Median		10000,00
Mode		12000
Std. Deviation		3229,771

	7500	1	1,5	1,5	14,9
	8000	12	17,9	17,9	32,8
	9000	2	3,0	3,0	35,8
	10000	10	14,9	14,9	50,7
	11000	2	3,0	3,0	53,7
	12000	15	22,4	22,4	76,1
	12500	1	1,5	1,5	77,6
	13000	4	6,0	6,0	83,6
	14000	3	4,5	4,5	88,1
	15000	7	10,4	10,4	98,5
	17000	1	1,5	1,5	100,0
	Total	67	100,0	100,0	

Variance		10431421,355
Skewness		-,536
Std. Error of Skewness		,293
Kurtosis		,567
Std. Error of Kurtosis		,578
Range		16993
Minimum		7
Maximum		17000
Percentiles	25	8000,00
	50	10000,00
	75	12000,00

PEOPLE WITH 8/9/10 INTEREST IN COMPLETING THE PROGRAM – MASTERS

The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1000	1	1,1	1,1	1,1
	1200	1	1,1	1,1	2,2
	2500	2	2,2	2,2	4,5
	3000	2	2,2	2,2	6,7
	5000	3	3,4	3,4	10,1
	6000	2	2,2	2,2	12,4
	7000	5	5,6	5,6	18,0
	7500	2	2,2	2,2	20,2
	8000	14	15,7	15,7	36,0
	9000	5	5,6	5,6	41,6
	9500	1	1,1	1,1	42,7
	9990	1	1,1	1,1	43,8
	10000	17	19,1	19,1	62,9
	12000	20	22,5	22,5	85,4
	13000	5	5,6	5,6	91,0
	14000	2	2,2	2,2	93,3
	15000	4	4,5	4,5	97,8
	18000	1	1,1	1,1	98,9
	20000	1	1,1	1,1	100,0
	Total	89	100,0	100,0	

Statistics

The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?

N	Valid	89
	Missing	0
Mean		9749,33
Std. Error of Mean		359,125
Median		10000,00
Mode		12000
Std. Deviation		3387,976
Variance		11478381,359
Skewness		-,159
Std. Error of Skewness		,255
Kurtosis		,931
Std. Error of Kurtosis		,506
Range		19000
Minimum		1000
Maximum		20000
Percentiles	25	8000,00
	50	10000,00
	75	12000,00

PEOPLE WITH 8/9/10 INTEREST IN COMPLETING THE PROGRAM – XP IN SPORTS INDUSTRY

The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	1	1,7	1,7	1,7
	1200	1	1,7	1,7	3,3

Statistics

The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?

N	Valid	60
	Missing	0
Mean		9119,95

2500	1	1,7	1,7	5,0
3000	2	3,3	3,3	8,3
5000	6	10,0	10,0	18,3
7000	4	6,7	6,7	25,0
7500	2	3,3	3,3	28,3
8000	11	18,3	18,3	46,7
9000	4	6,7	6,7	53,3
9500	1	1,7	1,7	55,0
9990	1	1,7	1,7	56,7
10000	6	10,0	10,0	66,7
12000	12	20,0	20,0	86,7
13000	3	5,0	5,0	91,7
14000	2	3,3	3,3	95,0
15000	2	3,3	3,3	98,3
20000	1	1,7	1,7	100,0
Total	60	100,0	100,0	

Std. Error of Mean		472,053
Median		9000,00
Mode		12000
Std. Deviation		3656,503
Variance		13370014,726
Skewness		-,032
Std. Error of Skewness		,309
Kurtosis		,667
Std. Error of Kurtosis		,608
Range		19993
Minimum		7
Maximum		20000
Percentiles	25	7125,00
	50	9000,00
	75	12000,00

ANOVA Nova

Descriptives

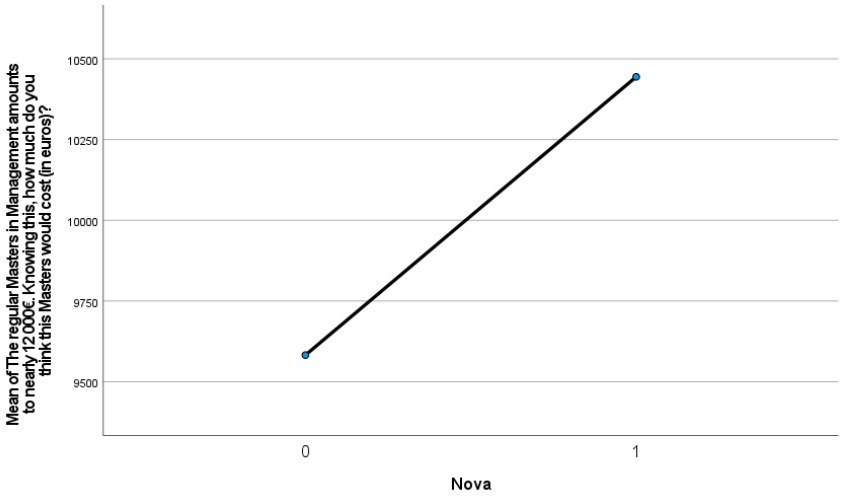
The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
0	75	9582,63	3704,426	427,750	8730,32	10434,94	7	20000
1	81	10444,44	2895,039	321,671	9804,30	11084,59	2500	17000
Total	156	10030,11	3326,248	266,313	9504,04	10556,18	7	20000

ANOVA

The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	28923615,601	1	28923615,601	2,642	,106
Within Groups	1685985111,547	154	10947955,270		
Total	1714908727,147	155			



ANOVA – Business/Economics/Finance

Descriptives

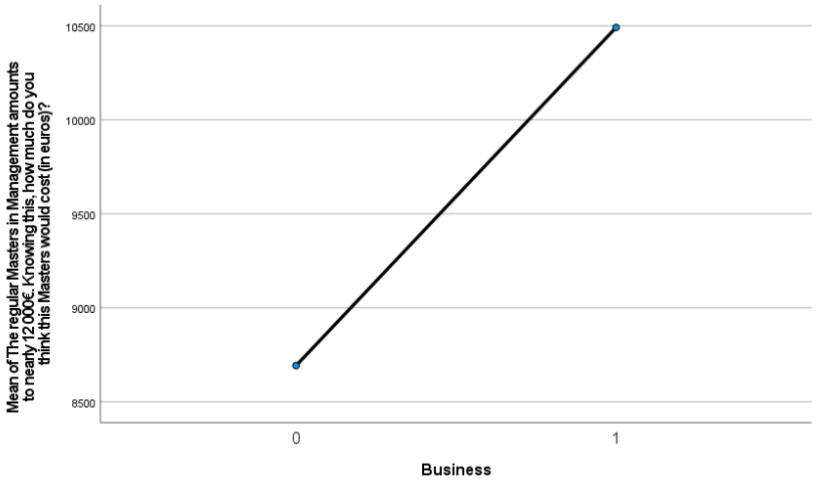
The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
0	40	8692,50	4056,675	641,417	7395,11	9989,89	1000	18000
1	116	10491,35	2914,513	270,606	9955,34	11027,37	7	20000
Total	156	10030,11	3326,248	266,313	9504,04	10556,18	7	20000

ANOVA

The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	96246500,639	1	96246500,639	9,157	,003
Within Groups	1618662226,509	154	10510793,679		
Total	1714908727,147	155			



ANOVA - Experience in Sports

Descriptives

The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?

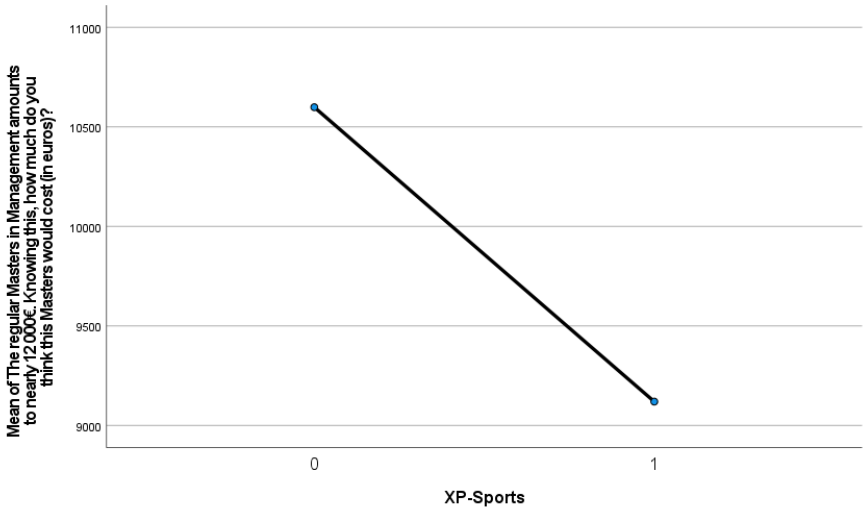
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
0	96	10598,96	2982,951	304,446	9994,56	11203,36	1000	18000
1	60	9119,95	3656,503	472,053	8175,38	10064,52	7	20000
Total	156	10030,11	3326,248	266,313	9504,04	10556,18	7	20000

ANOVA

The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	80767962,464	1	80767962,464	7,612	,007

Within Groups	1634140764,683	154	10611303,667		
Total	1714908727,147	155			



Correlation 1: “The level of interest in sports” and “The level of interest in following a career in sports”

Descriptive Statistics

	Mean	Std. Deviation	N
Level of Interest in Sports	9,43	1,048	156
Level of interest in following a Career In Sports	8,64	1,622	156

Correlations

		Level of Interest in Sports	Level of interest in following a Career In Sports
Level of Interest in Sports	Pearson Correlation	1	,596**
	Sig. (2-tailed)		,000
	N	156	156
Level of interest in following a Career In Sports	Pearson Correlation	,596**	1
	Sig. (2-tailed)	,000	
	N	156	156

**. Correlation is significant at the 0.01 level (2-tailed).

Correlation 2: “The level of interest of following a career in sports” and “The level of interest in completing the program”

Descriptive Statistics

	Mean	Std. Deviation	N
Level of interest in following a Career in Sports	8,64	1,622	156
Level of Interest in completing the Program	9,40	,817	156

Correlations

		Level of interest in following a Career In Sports	Level of Interest in completing the Program
Level of interest in following a Career In Sports	Pearson Correlation	1	,459**
	Sig. (2-tailed)		,000
	N	156	156
Level of Interest in completing the Program	Pearson Correlation	,459**	1
	Sig. (2-tailed)	,000	
	N	156	156

**. Correlation is significant at the 0.01 level (2-tailed).

Correlation 3: “The level of interest in Sports” and “The level of interest in completing the Program”

Descriptive Statistics

	Mean	Std. Deviation	N
Level of Interest in Sports	9,43	1,048	156
Level of Interest in completing the Program	9,40	,817	156

Correlations

		Level of Interest in Sports	Level of Interest in completing the Program
Level of Interest in Sports	Pearson Correlation	1	,365**
	Sig. (2-tailed)		,000
	N	156	156
Level of Interest in completing the Program	Pearson Correlation	,365**	1
	Sig. (2-tailed)	,000	
	N	156	156

**. Correlation is significant at the 0.01 level (2-tailed).

Linear Regression

Independent variable: “Level of interest in completing the program”
Dependent variable: “Level of interest in sports”; Level of interest in following a career in Sports”

Descriptive Statistics

	Mean	Std. Deviation	N
Level of Interest in completing the Program	6,07	3,693	339
Level of Interest in Sports	7,49	2,992	339
Level of interest in following a Career In Sports	5,95	3,462	339

Correlations

		Level of Interest in completing the Program	Level of Interest in Sports	Level of interest in following a Career In Sports
Pearson Correlation	Level of Interest in completing the Program	1,000	,754	,833
	Level of Interest in Sports	,754	1,000	,804
	Level of interest in following a Career In Sports	,833	,804	1,000
Sig. (1-tailed)	Level of Interest in completing the Program	.	,000	,000
	Level of Interest in Sports	,000	.	,000
	Level of interest in following a Career In Sports	,000	,000	.
N	Level of Interest in completing the Program	339	339	339
	Level of Interest in Sports	339	339	339
	Level of interest in following a Career In Sports	339	339	339

Model Summary [b]

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	,845[a]	,715	,713	1,978	,715	420,898	2	336	,000

a. Predictors: (Constant), Level of interest in following a Career In Sports, Level of Interest in Sports

b. Dependent Variable: Level of Interest in completing the Program

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3295,080	2	1647,540	420,898	,000[b]
	Residual	1315,221	336	3,914		
	Total	4610,301	338			

a. Dependent Variable: Level of Interest in completing the Program

b. Predictors: (Constant), Level of interest in following a Career In Sports, Level of Interest in Sports

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Correlations			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	-,207	,295		-,703	,482					
	Level of Interest in Sports	,294	,060	,238	4,855	,000	,754	,256	,141	,354	2,826
	Level of interest in following a Career In Sports	,685	,052	,642	13,112	,000	,833	,582	,382	,354	2,826

a. Dependent Variable: Level of Interest in completing the Program

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Level of Interest in Sports	Level of interest in following a Career In Sports
1	1	2,831	1,000	,02	,01	,01
	2	,137	4,546	,56	,00	,27
	3	,032	9,472	,43	,99	,72

a. Dependent Variable: Level of Interest in completing the Program

Casewise Diagnostics[a]

Case Number	Std. Residual	Level of Interest in completing the Program	Predicted Value	Residual
122	3,357	8	1,36	6,642
300	-3,160	0	6,25	-6,252

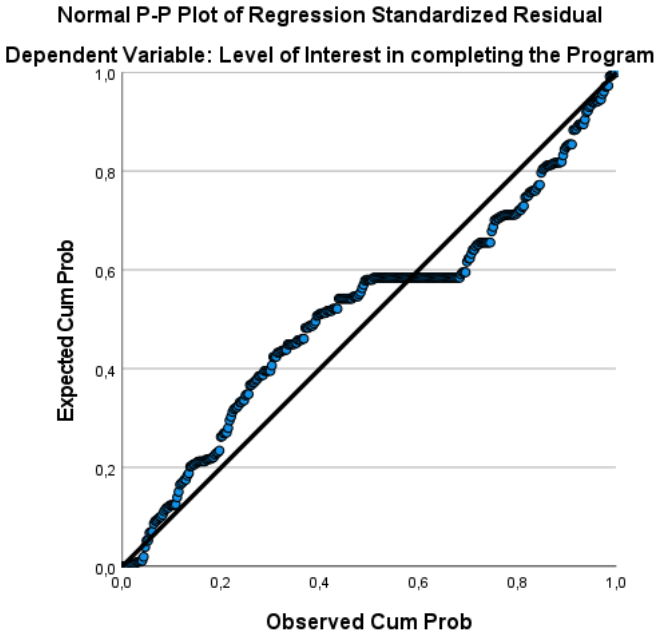
304	-4,842	0	9,58	-9,580
313	-3,160	0	6,25	-6,252
436	-4,842	0	9,58	-9,580

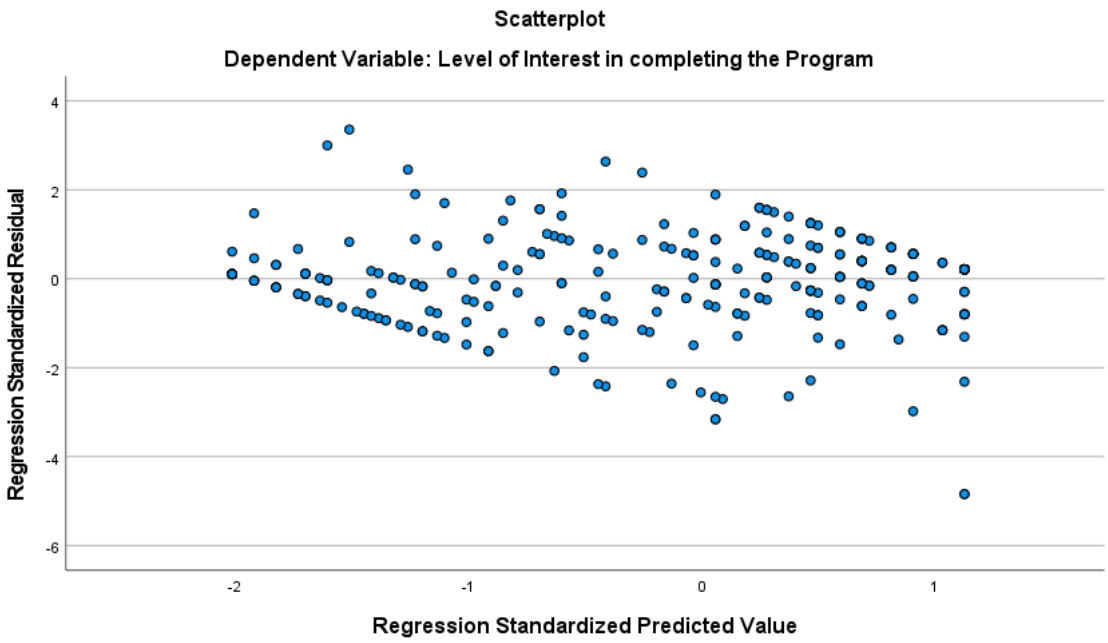
a. Dependent Variable: Level of Interest in completing the Program

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	-,21	9,58	6,07	3,122	339
Std. Predicted Value	-2,011	1,124	,000	1,000	339
Standard Error of Predicted Value	,111	,406	,178	,054	339
Adjusted Predicted Value	-,23	9,65	6,07	3,123	339
Residual	-9,580	6,642	,000	1,973	339
Std. Residual	-4,842	3,357	,000	,997	339
Stud. Residual	-4,859	3,374	,000	1,002	339
Deleted Residual	-9,648	6,709	,000	1,991	339
Stud. Deleted Residual	-5,032	3,427	-,001	1,011	339
Mahal. Distance	,071	13,215	1,994	1,997	339
Cook's Distance	,000	,060	,003	,008	339
Centered Leverage Value	,000	,039	,006	,006	339

a. Dependent Variable: Level of Interest in completing the Program




Scatterplot
Dependent Variable: Level of Interest in completing the Program
Regression Standardized Residual
4
2
0
-2
-4
-6
-2
-1
0
1
Regression Standardized Predicted Value

Logistic Regression

Independent Variables: “Level of interest in following a career in the industry”; “being or not a Nova student”; “being in a Business-related degree”
Dependent Variables: “Level of interest in completing the program”

Classification Table[a,b]

			Predicted		
			Interested		Percentage
	Observed		0	1	Correct
Step 0	Interested	0	183	0	100,0
		1	156	0	,0
	Overall Percentage				54,0

a. Constant is included in the model.

b. The cut value is ,500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 0	Constant	-,160	,109	2,146	1	,143	,852

Variables not in the Equation

			Score	df	Sig.
Step 0	Variables	Level of interest in following a Career In Sports	174,749	1	,000
		Nova(1)	7,049	1	,008
	Overall Statistics		175,985	2	,000

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	230,009	2	,000
	Block	230,009	2	,000
	Model	230,009	2	,000

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	237,792[a]	,493	,658

a. Estimation terminated at iteration number 6 because parameter estimates changed by less than ,001.

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	6,904	7	,439

Contingency Table for Hosmer and Lemeshow Test

		Interested = 0		Interested = 1		
		Observed	Expected	Observed	Expected	Total
Step 1	1	32	31,859	0	,141	32
	2	39	39,491	1	,509	40
	3	34	34,334	2	1,666	36
	4	38	34,763	8	11,237	46
	5	15	16,976	17	15,024	32
	6	14	12,843	23	24,157	37
	7	3	7,251	36	31,749	39
	8	4	2,644	27	28,356	31
	9	4	2,838	42	43,162	46

Classification Table[a]

			Predicted		
			Interested		Percentage
	Observed		0	1	Correct
Step 1	Interested	0	158	25	86,3
		1	28	128	82,1
	Overall Percentage				84,4

a. The cut value is ,500

Variables in the Equation

								95% C.I.for EXP(B)	
		B	S.E.	Wald	Df	Sig.	Exp(B)	Lower	Upper
Step 1[a]	Level of interest in following a Career In Sports	,795	,087	83,814	1	,000	2,214	1,868	2,625
	Nova(1)	-,350	,342	1,045	1	,307	,705	,361	1,378

Constant	-5,228	,692	57,047	1	,000	,005		

a. Variable(s) entered on step 1: Level of interest in following a Career In Sports, Nova.